PERCEIVED EFFECT OF COMPUTER BASED ASSESSMENT FOR CONTINUOUS ASSESSMENT IN A STATE UNIVERSITY

Dorcas Olayemi ADEGBITE, Ph.D
Department of Educational Foundations and Curriculum studies
Emmanuel Alayande University of Education, Oyo, Oyo state, Nigeria
Tel: 08035295282/07075464914
E-mail: adegbitedo@eauedoyo.edu.ng/yemozone68@gmail.com

Abstract
Challenges of education are in diverse form. Nonetheless, there is relatively no challenge without solution(s). This paper examined the conditions of digital system in the implementation of the school curriculum. Specifically, it assessed method of implementing examination exercise in the university system of Emmanuel Alayande University of Education, Oyo. This is with the view to effectively improving the use of digital as a method of assessing the students/teachers theoretical learning outcomes. Population for the study was the whole of 200L and 100L students of Common Education of the university. Sample for the study comprised of twenty-five students (25) and five (5) examiners, using oral interview for data collection. The interview centres on: Students and Examiners Perceptions of Method of Assessing Common Education. Data collected were analysed with the use of thematic approach. Findings revealed that approximately 90% of the research participants were not pleased with the unfortunate scenario of digital malfunctioning. However, the examiners were of the opinion that it was just a matter of circumstance that needed patience and cooperation. It was concluded that although the majority of the students were disappointed and displeased with the ugly situation of the method of the continuous. However, the assessment took place, and all was well concluded. Recommendations were suggested thus; the institution representatives' hands should be on deck for accurate preparation to for store future occurrence of similar event. Examiners with the ICT officials should work hand in hand for smooth digital examination success.

Key Words: Curriculum, Digital, Examination, and Implementation

Introduction

Classroom assessments are not run-in void. They are governed by the purposes, uses and functions to which they are put. assessment is operationally defined as a part of the educational processwhere [faculty] instructors appraise students' achievements by collecting, measuring, analyzing, synthesizing and interpreting relevant information about a particular object of interest in their performance under controlled conditions in relation to curricula objectives set for their levels, and according to the procedures that are systematic and substantively grounded (Abdalla,

2016). Digital technology as a profound resource being used globally among trainees (learners) and the trainers (Teachers-Academia) for developing their teaching and learning environment, for self-benefits and for society's.

Curriculum implementation is all encompassing. It involves the teachers, the students/learners, the school facilities, learning materials and the likes. It is the process of applying a planned curriculum in classrooms. It involves turning learning goals into engaging lessons, effective teaching methods, and assessments.

Assessment is a crucial aspect of curriculum implementation and specifically in the classroom interaction of teaching and learning where both the teachers and learners are appraised or tested for the teaching and learning feedback. Diverse methods of assessment are analysed by scholars like; paper-pencil, oral or written interview, observation, digital and the likes. Assessment is either not well understood or not done in a principled educational framework across all educational levels. This is due to some inherited dysfunction of the past, which calls for the urgency of a moratorium (Abdalla, 2016).

Curriculum implementation has been adjudged the most crucial stage of the entire curriculum stage (Alade, 2005; Asaaju, 2014). Ehindero (2014) submits that it is merely one phase in a much broader cyclical process that involves curriculum goal setting, construction and development, adoption, evaluation, and eventual readjustment of the original on the basis of feedback from the evaluation.

An effective curriculum implementation in the general assessment relies much on teachers and educational institution administration. There is the need for school professionals and administration to apply a distinguished method of assessment for the best feedback of teaching and learning activities to ensure desirable outcomes. From observations and personal experience, it could be hard moving at the same pace with the technological advanced colleagues. These experiences give set back to school activities and eventually downspin morale/emotion. Meanwhile, frustration with technology could be a major reason why people cannot use computers to reach their goal, hesitate to use computers, or avoid computers altogether. The significance of digital-technology warrants the academics to be inclined in technology but Many teachers, despite knowledge explosion, are struggling to be vast with the idea of being effective in the use of technology. As stated in the National Policy on Education (NPE) of the Federal Ministry of Education (FME) (2020), education is an instrument for change and development. Of course, in the modern setting, some societies are technologically advanced and inclined while some are not. Also, the level of each society's educational standards varies and thereby determines the pace at which it moves with other societies

Meanwhile, the degree of technological advancement could be a factor or a barrier to international relevance in the field of education. Low level of insight in technology slows down work and makes colleagues who are not vast in technological adaptation in advanced countries novice. To ensure newness/change, education vice-a-vice curriculum as an instrument is used in bringing about desirable change(s) in the world system, and there is the need for application of appropriate strategies for effective implementation of examination/assessment of

teaching and learning for desirable outcomes in meeting the desires of the global society. Digital technology is widely used across the globe in the higher institutions of learning in Nigeria and the fact remains that, to what extent has been the effective utilization of digital especially in the implementation of continuous assessment?

However, it was discovered from observation that, a common education continuous assessment was to take place at a certain time at the E-Library and the ICT centres at the Emmanuel Alayande university of Education. Thus, it was found that the assessment that supposed to have started at 8:30 a.m. could not take off until 11:15. a.m. What could be responsible for the delay? Hence, discomfort, boredom, noise and the likes were seen in the body gestures of the examiners and the examinees. On this background, therefore, it is necessary to investigate views of the examiners and the examinees about the continuous assessment scenario to ensure effective digital implementation of continuous assessment.

The objective of the study was to investigate views of the examiners and the examinees about the digital method continuous assessment.

The research question was thus raised, what have been the views of both the examiners and the examinees about the digital method of continuous assessment?

Literature Review

ICT as an innovation proved very useful and effective in the teaching of the Nigerian school curricular. Onyeachu (2007) observes that since ICTs require electricity for their use, where there is power failure, users will be stranded. Another factor is lack of computer as well as expertise knowledge in the use of computer. Observing this problem, Ijioma (2004:207) complains that: The poor socio-economic condition in most developing countries of the world, including Nigeria, has compelled the governments and institutions to show little concern for the application of ICT in education. Many institutions in these countries cannot afford to buy or have access to computers and even where computers are available or can be purchased; there is lack of the human and material resources to use ICT.Curriculum implementation has been adjudged the most crucial stage of the entire curriculum stage (Alade, 2005; Asaaju, 2014). Ehindero (2014) submits that it is merely one phase in a much broader cyclical process that involves curriculum goal setting, construction and development, adoption, evaluation, and eventual readjustment of the original on the basis of feedback from the evaluation. This is the stage where the entire curriculum structure becomes real, theory is translated into practice, a blue print or an otherwise 'lifeless' document becomes an active process. Curriculum implementation is the process of translating the curriculum blueprint into the instructional process. Ivowi (2004) submits that curriculum implementation is the translation of theory into practice or proposal into action. Mezieobi (1993) in Ogar and Effiong (2012) state that curriculum implementation is putting a plan, scheme, decision, proposal, intention and agreement, policy or idea into effect. Olofu (2003) defines it as valid actions. Ezugwu (2009) views it as the translation of envisaged principles and theories in a planned curriculum into practices in the classroom through teaching and learning by teachers and learners. Of all the stages in the

curriculum process, this is the most crucial stage and according to Suleiman (2010) any policy without effective implementation is no policy.

Implementation is a systematic, inclusive, complex and comprehensive process of utilizing new knowledge, skills, processes and technologies to improve the efficiency of services and quality in products of an institution. The implementation process is influenced by political, technical, cultural, social and psychological considerations. It is purposeful, deliberate and planned. Implementation is oriented towards a conscious application and utilization of human and material resources. It also involves three variables which are organization of institutional structures, procedures and operations (Ehindero, 2014).

According to Fullan (1997) there are two reasons why focusing on implementation is crucial to success when implementing a new curriculum, the first is that it is not possible to know what has changed (if anything) without attempting to conceptualize and measure it directly. Fullan (1997) points that without knowing what's in the "black box" of implementation we do not know how to interpret the outcomes (or absence of outcomes): Is failure due to implementing poor ideas, or to the inability to implement good ideas? Is success due to a well-implemented innovation, or to some extraneous factor? In short, without implementation data particular changes cannot be linked to learning outcomes. The second reason why it is important to examine implementation is to understand some of the reasons why so many educational innovations and reforms fail. The perceptions of students and teachers regarding the classroom environment provide an important source of data for the direct evaluation of the curriculum implementation process. For example, an analysis of students and teachers' perceptions allowed Suarez, Pias, Membiela and Dapia (1998) to study the influence of the classroom environment on the implementation process of an innovative project in science education. Gwimbi and Monk (2003) propose a possible association between teachers' perceptions of their classroom contexts and their classroom practices. They identify teachers' perception of the nature of their school context as a more reliable guide to understanding their actions than objective measures. The findings of their study highlight the constraints placed on teachers in less well- resourced school contexts, i.e., less prepared students, poorer laboratory facilities, larger classes, heavier teaching loads, poorer library facilities. Ehiametalor (2001:305) opines that: "school facilities are the operational inputs of every instructional programme. The school is like a manufacturing organization where plants and equipment must be in a top operational shape to produce result". In line with the views of Ehiametalor (2001), Ivowi (2004) notes that to ensure that curriculum must be effectively implemented, infrastructural facilities, equipment, tools and materials must be provided in adequate quantities.

Obinna (2007) observes that: "no government policy on education can be realized if it does not first of all perceive the problems and opportunities before initiating decision-making process. The teacher is in the best position and most qualified resource person to be consulted. Mkpa (1987) emphatically remarks that: as a most important person in the programme of curriculum implementation, the teacher must be involved in all stages of the curriculum process. Obinna (2007) finds out that

in most cases, teachers are deliberately neglected when major decisions on education and matters concerning their welfare are taken.

Research Method

Survey design was used for this study to investigate the logistics in the use of digital for assessing students' performance at the ICT centres of the Emmanuel Alayande University of Education. The focus was on the assessment of the delay in the process of examination. The motive was to arrive at a conclusion whether there are provisions in varied dimensions and capacity for the achievement of the examination goals.

The examiners of the faculty of Professional and Specialised Education and students of the five (5) faculties of the university constituted the population while 25 students (examinees) and 5 examiners were the sample for the study. The sample was randomly selected from the gathered population at the examination centre. The sample participated in responding to the interview, which was used for analysis. Below was the distribution of the sample.

Table 1: Distribution of Participants at the Examination Venue

S/No	Examinees/Examiners	No. of Faculties	No of Participants
1 2	Examinees 25 Examiners 05	05 05	25 05
Total	30 Participants	05 Faculties	30 Participants

Analysis

This section looks at what students and examiners thought about the digital method of school examination by going through their interviews and seeing what they said about it in relation to using digital learning materials in the university. Using a thematic analysis approach, the interviews were carefully sorted and grouped into main ideas and smaller topics that show what the people taking part actually went through. The findings are organized so you can see clearly the different but connected topics that came up from both students' and examiners' points of view, which gives us a sensible view of what the problems are, how people feel about it, and what changes people hope to see.

Students' Perceptions

Theme 1: The Perceived Delay

A main point the students mentioned was how the online exams felt disorganized and badly planned, which made it harder for them. Many students said they got tired of waiting so long, especially since they came early for a test starting at 8:00 a.m., and were still sitting there as late as 9:28 a.m. One participant remarked, *"Some people should have been there by now. We are just outside staying during that time."* It caused interruptions in their school plans and also had consequences for their personal lives, as illustrated by a student who stated, *"I was supposed to come and write the test, then after the test to go back home to eat."* Another student simply concluded, *"This is nowhere organized,"* pointing to a bigger worry that the system isn't working well when it comes to planning and managing digital examinations. The students' stories showed that even though the online way of learning had some good points, things didn't go well because they didn't have enough time to get ready and manage things.

Theme 2: The Perceived Physical Discomfort

The emotional stress of the disorganized digital exam system showed up a lot in what the students had to say. Not having answers or getting things done by the expected date led people to feel upset, anxious, and sometimes feel depressed. One student shared, *"I feel so depressed now because I have planned out what I want to do."* It shows how students were affected not only by schedule changes in their schools but also by personal life changes. A number of students claimed that outside waiting in harsh weather made them feel uncomfortable. As one student lamented, *"We are just here with some sun… everybody's just waiting."* Others emphasized the effect of hunger and exhaustion, saying, *"I feel not happy, I'm weak because I'm not eating since I came here."* They show how not having good digital logistics puts unnecessary stress on students, reducing their interest and ability to study.

Theme 3: The Perceived Cause of Digital Challenge

Students also noticed that the university didn't seem to care enough or handle things in a way that showed they felt what they were going through. They felt that even though students were trying their best to arrive on time and be ready for class, the school didn't seem to care or do much about it. A participant noted, *"We are serious and they are not even ready to do what we want."* This turnaround in roles, with students being more organized than the school, pointed to a loss of trust and confidence in online learning. Another student expressed concern about how students are often blamed unfairly: *"If we do not come early, they will be saying the students are not serious… but now we are here and they are not ready."* This theme brings up a bigger worry about if digital exams are fair, if they hold students responsible, and if they can be trusted to give the right results.

Theme 1: Technical Challenges in ICT Infrastructure

Examiners consistently brought up the weakness of the digital technology used for online classes. Problems led to issues such as bugs in the computers, times when the system was not working, and issues getting to the materials students were sent. As one examiner pointed out, *"Some computers are not coming up or they are not loading,"* highlighting the inconsistent availability of working systems. Another stated, *"Students have been waiting for hours to write their exam/test, but the system is not ready,"* ensuring the students were not responsible for the issue but the problems were due to faulty technology. The inability of the systems to work as they should lead to a lot of problems on the day of the exam.

Theme 2: The Perceived Digital Effect

It was common for examiners to show concern and care for how the students' spirits and energy were waning. It was clear that the students had arrived in good spirits, but the more the delays went on, the more students lost enthusiasm. One examiner observed, *"By now, they must have been worn out… the energy they brought this morning has dropped."* Another confirmed, *"Students are ready and eager to sit for their exams. Unfortunately, due to technical issues, they are unable to write."* These reflections show that the people checking the exams really noticed how hard the students had worked, and they also got a little frustrated because they

couldn't help things run more smoothly. The fact that all stakeholders share similar frustrations proves that the digital system did not live up to its promises of being more efficient and accessible.

Discussion of Findings

The study's findings revealed that, students mentioned that how the online exams felt disorganized and badly planned, which made it harder for them. Many students said they got tired of waiting so long, especially since they came early for a test starting at 8:00 a.m., and were still sitting there as late as 9:28 a.m. It caused interruptions in their school plans and also had consequences for their personal lives, as illustrated by a student who stated, *"I was supposed to come and write the test, then after the test to go back home to eat."* Another student simply concluded, *"This is nowhere organized,"* pointing to a bigger worry that the system isn't working well when it comes to planning and managing digital examinations. The students' stories showed that even though the online way of learning had some good points, things didn't go well because they didn't have enough time to get ready and manage things. Students also noticed that the university didn't seem to care enough or handle things in a way that showed they felt what they were going through. They felt that even though students were trying their best to arrive on time and be ready for class, the school didn't seem to care or do much about it.

Conclusion

It is seen in the analysis of topics that both students and examiners agree that digital testing can be useful, though real-time issues with planning, technology, and communication have shaped their opinions. They stated that they felt exhausted and did not have enough confidence in the university's preparation. While experts realized the factors that cause students' difficulties, they also noticed weaknesses in the system and proposed steps to address each area. Basically, reaching positive results in digital examination requires attention to logistics, reliability, and needs of the people involved.

Recommendations

In spite of the difficulties, examiners shared tips to help improve the process of digital exams. One recommendation is to submit the tests at a convenient time for both the system and students to help prevent any overloading or failures. An examiner explained, *"It is not advisable to load the questions ahead of the day of exam… I will advise that subsequent test/exam questions are uploaded when the students are readily available to take the test."* Another practical suggestion involved **increasing the number of ICT staff** available during examinations: *"There should be enough staff in the ICT center. This will help to increase efficiency and prevent likelihood of the problem experienced."* It is clear that the focus here is to improve the system through refinements, rather than jettison it, and is meant to outline changes in infrastructure, hiring, and timing.

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